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The annual report on the Indian Education Program of the State of Washington provides a breakdown of the distribution of Johnson-O'Malley funds to the various districts for the fiscal year 1968, and a summary of expenditures during the 1967-68 school year. Several programs have been undertaken in attempts to meet the needs of Indian students. Among these are counseling and home visitation programs which stress contact with the home in an effort to retain students in school; lunch and breakfast programs which provide free or reduced-price meals; and categorical aid to meet special needs of Indian children. Another plan is to provide sensitivity training for teachers and teachers' aides with emphasis on providing opportunities for Indian children to take pride in their culture and background and to develop in a well-adjusted manner. The recommendations for providing equal opportunities for Indian children include (1) increasing communication between Indians and whites at all levels, (2) recognizing and teaching the Indians' cultural background, (3) developing the Indian reservations economically, (4) intensifying preschool training programs in order to attack the principal learning obstacles, and (5) sponsoring more research on Indian education. Tables and illustrations are included in the report. (CM)

INDIAN EDUCATION

annual report

1967-1968

Louis Bruno
State Superintendent
of Public Instruction

RC 003179

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ANNUAL REPORT

1967-1968

Indian Education

prepared by

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September 16, 1968

Mr. Dale M. Baldwin, Area Director
Bureau of Indian Affairs
U. S. Department of the Interior
P. O. Box 3785
Portland, Oregon 97208

Attention: Mr. Gordon W. Gunderson

Dear Mr. Baldwin:

In accordance with I.A.M. 62, Section 3.2.10-C, the Annual Report of Indian Education in the State of Washington is transmitted herewith.

The report provides a breakdown of the distribution of Johnson O'Malley funds received for Fiscal 1968 and expended during the 1967-68 school year. Also, program descriptions and needs and projections for 1968-69 and 1969-70 are included in the report.

Sincerely,

Robert G. Lindemuth

Robert G. Lindemuth, Director
Federal Programs

RGL:mt

Enclosure

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Narrative Statement and Summary of Programs
Provided Through Johnson-O'Malley Funds for
School Year 1967-68

Most Indian children attend public school in the State of Washington. They are accepted by the schools as readily as anyone else is accepted. They have equal opportunity with other students to participate in the basic school program and any special programs designed to meet their individual needs. They may also be eligible to participate in special programs provided by Johnson-O'Malley funds--over and above basic programs. Programs using Johnson-O'Malley funds are categorical in nature and supplement basic general education rather than supplant it.

Johnson-O'Malley allocations were made through the Office of the Superintendent of Public Instruction, State of Washington, to twenty-five public school districts in 1967-68. Funds were allotted on the basis of apparent need in each district as spelled out in written applications and through conferences with school officials. Programs varied across a wide span and included such categories as emphasis upon guidance and counselling, better home-visitor programs, individualized attention to pupils in the classroom, and feeding programs. Although every program met some of the most critical needs of Indian children that were not being amply provided for by basic programs, there remain many unmet problems with these children for which more funds are needed.

Every program funded by the Johnson-O'Malley Act in 1967-68 had merit. However, there were a few programs which stood out as examples of good planning and which seemed to give a maximum amount of success

commensurate with time, money and effort spent. One such program was in Marysville School District No. 25.

The Marysville District provided 20,000 lunches to the 204 Indian children attending the schools. One-third of these lunches were free, while all children whose parents were on welfare (90% of welfare recipients in the district are Indian) received lunches for one-half the regular price. One school also provided a breakfast program and included Indian children in it.

One of the most effective programs in the Marysville District is probably the "Home Call Aide Program" at Tulalip Elementary School. More than 150 home-call visitations were made with "...very gratifying results," according to Mr. Wallace Blore, Superintendent. He stated that families who have visitation difficulties look forward to this home-call visitation. This service has resulted in 100% conferencing at reporting time! Before this program, the percentage was only 87%.

These Home-Call Aides are assigned in the classrooms in kindergarten through sixth grade. They provide certain special reading and enrichment programs to the children, working individually or with small groups under the teacher's supervision. Over-all objectives of this program include:

> Bringing about closer home school relationship with Indian families; Helping the child's emotional and social development by encouraging self-confidence, self-expression, self-discipline, and curiosity; Improving and expanding the child's mental processes, aiming at expanding the ability to listen, think, reason, and verbalize; Giving the child frequent chances to succeed in wholesome, creative situations; Developing a climate of confidence for the child and family that will give him the desire to learn.

Another very effective program in the Marysville District, also financed by Johnson-O'Malley money, is the attendance and guidance officer whose services include:

> Acting as liaison between all agencies which work with Indian students and families and the elementary and secondary schools of the district; Counseling Indian students on the Junior and Senior high school level; Helping students who are looking for work opportunities; Helping obtain funds for purchase of clothing for needy students; Informing Indian parents of progress and problems their children are experiencing in school; Establishing study halls and recreational activities for children after regular school hours; Keeping students informed of all activities offered by the local Indian Agency and the Bureau of Indian Affairs; Checking on all students who are absent from school; Helping students during the transition from one grade level to another.

Also: Maintaining an office telephone at the high school where counselor can be reached by all Indian parents; Information concerning available counselor services has been given all Indian adults; Working with the Tribal Council, Office of Economic Opportunity, and the Bureau of Indian Affairs to insure tutoring and extra educational benefits for children during summer months; Working in conjunction with with the Headstart program in identifying and locating workers, volunteers and children for the program; Working with teachers, nurses and administrators, new to the area, who have Indian children in their classes or under their responsibility; Acting as "go-between" in eliminating misconceptions and prejudices pertaining to relations between white and Indian communities.

Another apparently very effective program that was initiated through Johnson-O'Malley funds for the school year 1967-68 was at Port Angeles.

Mr. George Ellis, Superintendent of Schools, stated:

> "...It has long been apparent that counseling for our Indian students has been most inadequate. We are concerned about providing for the needs of the Indian children, especially in early adolescence, and believe this can best be done with people who understand their problems and in whom the Indian children have faith.
>
> "A pilot program using JOM funds was inaugurated in November 1967. With the allotment it was possible to employ two Indian women, as counselor aides, from representative locations. One aide is employed for six hours per day while the other works five hours per day, since she is also employed as noon duty aide in an elementary school. They are also reimbursed for travel expenses.

"The counselor aides were introduced to the requirements and obligations of counseling by the program director. Supervision and consultation services are consistently provided.

"These counselor aides are responsible for communicating with teachers, parents, and students and others who have an interest in the situation. The counselor aides work specifically out of Stevens Junior High School where most of the students from the lower Elwah Reservation attend junior high school. They are, however, readily available for other Indian children attending all schools in the district. Their schedule permits them to go where they are needed.

"The Indian counselor aides have been introduced at a faculty meeting in each school and to each individual teacher. Their purpose and program have been explained and discussed. Each of the 137 classrooms that has an Indian student enrolled has been observed for extended periods on various occasions.

"Teachers and counselor aides have had conferences in every building, a total of 178 conferences have been recorded. Parents of Indian children have been contacted either formally or informally. This includes 60 home visits by the counselors.

"To assure counselor availability and informal communication the aides have attended the recreational programs for Indian students that meets two evenings a week.

"This counseling and guidance service has served every grade level and extended to include much of the social and community activity of the Indians in Port Angeles school district and surrounding area.

"The following examples of community involvement reveal the scope of the program:

(1) A panel of 2 Indian students, counselor aide and a parent have had 10 scheduled appearances before service clubs and related groups.

(2) Counselor aides have cooperated with Vista workers to organize a recreational program for Indian youth, establish a girl's drill team and plan the first teen-dances for Indian youth.

(3) Contacts with Public Health Services and related U.G.N. service organizations has resulted in procuring needed medical care, glasses, and dental service.

(4) The home economics teacher at the Senior High cooperated in providing a Mother's Tea for parents of Indian children.

(5) Transportation has been arranged so students could attend programs about Indian Culture.

(6) Parent Teacher Association programs for 3 schools, relating to Indian Culture, prejudice, teacher attitude and school problems was developed and provided by the aides.

(7) Encouraging and providing transportation to tutoring and study sessions.

"The most notable results of the Indian Counselor Aide project has been the increased responsiveness of the students, teachers and parents involved. The student has been more willing to express himself, respond, smile and object. Parent contacts with schools by phone or conference has more than doubled. Teachers have reconsidered their attitudes and become more involved in working with the Indian students.

"Considerable interest in education has been encouraged as indicated by the number of Indian students who have applied for participation in summer school programs.

Head Start at Lincoln School	20
Indian Culture classes at Dry Creek School	67
O.E.O. Stop-Drop program at Dry Creek & Monroe	45
Project Catch-Up applicants W.W.S.C.	13
Upward Bound applicants at W.W.S.C.	4

"This pilot project has been revised to meet specific needs and available personnel. It is our intention to continue with the Counselor Aide Program for Indian children....."

Another plan of procedure which has shown promising results is the home visitation program at Auburn. The functions of this person are:

Establishing a good working relationship with the people from the reservation and informing them of services available; Serving on various community and civic committees that are interested in the people on the reservation; Working with the school district office of special education to provide aid in programs; Working closely with school counselors and attendance officers as attendance problems arise; Working with the State Employment Service and School District to explore various training programs that are available; Working with families of pre-school Indian youngsters and the Headstart program; and Working with Title I program--especially the Indian Study Hall and Home Visitor.

The effective home visitor is being recognized by many school people as one of the most promising and beneficial uses to which extra program funds can be put. Mr. Daryle Starkovich, Principal at Nespelem, reports:

> "Our kindergarten program was supplemented by a Home Visiting Counselor. She visited the homes of kindergarten students and counseled with the parents, This was very helpful because when problems arose she would immediately help us by talking with the parents explaining the circumstances and reporting back to the school.
>
> "We feel that the program of "home visitation" that Coulee Dam has offered this past year was most helpful. We have cooperated with Coulee Dam in the use of this person and sincerely hope that this program will be continued."

Mr. Glen Willison, Superintendent of Schools at Clallam Bay, reports that the counselor spends one day entirely with the Neah Bay Indian children and divides her time among all the children the other four days per week. Her contacts in the Indian homes are very effective in building understanding and rapport.

Mr. Jack Wamsley, Superintendent of Schools at Oakville, says that he plans to continue the counseling and home visitor program because it has improved attendance by the Indian children. We are in need of contacts with the home to keep the students in school. To gain rapport and confidence, the counselor will spend one fourth of his time working in the field directly with Indian families; (1) counseling parents, (2) informing parents of students' progress and problems, and (3) helping with health problems.

Besides the teacher aide and special materials provided last year, Mr. John Pill, Superintendent of Schools at Hood Canal, states that he wants to expand the program to include an attendance officer and more home visits

in conjunction with guidance and counseling. Mr. Pill said, "We have had much praise from the Indians for our special interest in the Johnson-O'Malley program."

Mr. A. F. Luiten, Superintendent of Schools at Coulee Dam, in applying for Johnson-O'Malley funds for 1968-69, said, "We plan to use these funds for .... a home visitor for the Indian students....remedial reading....and some additional material for arts and crafts....We feel these particular areas are important to our program...."

In addition to the non-graded reading program and kindergarten at LaConner, Mr. L. D. Maxwell, Superintendent, says he wants "...to continue the home visitor program which has been very successful during the past two years."

Dr James Norris, Superintendent of Schools at Ferndale, provides an after-school study center, a pre-headstart orientation program, and home visitor. He reports that the home visitor "...calls upon the homes of Indian youngsters who are having difficulty in school, who are excessively absent, or who have health or home problems which are causing poor educational progress. She maintains a working relationship between home and school. She also coordinates the special services of the school in relation to problems and calls upon other social agencies and helps parents to obtain necessary help."

The Granger schools have been using an attendance officer, who, in the words of Mr. Melvin Colbert, past Superintendent of Schools, "...visits the homes of all students in the area who are absent each day. I believe that we have cut absenteeism somewhat among Indian students, but it is still excessive. I do believe we have helped cut the drop-out rate greatly among

Indian students with this program. There is still much to do in this area. We have Mrs. Elsie Wak Wak as a home visitor. She has counseled with students and parents on problems in and out of school. This program has not been fully evaluated, ...the school has gained a better understanding of Indians, but the families seem to only listen to Elsie and do not act."

Mr. Victor Anderson, Superintendent of Schools, Mount Adams District at White Swan, has requested more funds for 1968-69 to extend his home-visitor program. This "guidance-oriented teacher would work closely with other faculty members and with the Education Department of the Yakima Indian Agency. We would expect him to spend much of his time in home visitations and counseling (one to one) with students and parents."

Mr. Robert Deal, Wapato School Superintendent, has put a great deal of stress upon home-school liaison, counseling and attendance matters this past year. He hopes to greatly extend these services in 1968-69. Two Indian women would "...work part time in the schools to help teachers learn the problems of Indian children..." and become more sensitive to their needs. "The rest of the time will be spent in home visits acting as tutors to both children and parents. These people will generally be accompanied by the professional teacher in home visitations."

The majority of these home-visitor programs have the objective of providing a positive service to Indian families as opposed to a negative service. By this we mean that the home visitor goes to the home with good news before the child is in trouble. The calls are made in a neighborly manner whenever possible. Because of heavy work loads of people whose jobs were not necessarily to visit the homes, calling in the past has too often

been only after there was absence from school, a poor work report, or discipline problems. As we are able to "catch up" with home calling on a more skillful, positive basis, attitudes of parents and children toward formal schooling will change to the positive side. There is much evidence of this. The school people who are aware of this effective tool and who are using it to the advantage of Indian children are to be congratulated.

Johnson-O'Malley funds in the amount of $150,025 were made available in 1967-68 to the Superintendent of Public Instruction for allocation to the various school districts serving substantial numbers or percentages of Indian children who are connected with Indian Reservations or Trust Lands.

In providing categorical aid to meet some special needs of Indian children, each school district is contacted during the year to determine what part of these needs may be met by Johnson-O'Malley funds. Such needs may include extra health services, nutrition supplement, quiet places to study, remedial instruction, individual tutoring, psychological counseling, home visiting program, assistance with school fees, and many others. The goals in providing any of these services are those of enabling Indian boys and girls to achieve better, become better able to compete with their peers, and to become the kind of persons their abilities show in potentiality.

Indian children should have the opportunity throughout their school career to develop in a comfortable, well-adjusted manner, being allowed to take pride in their Indian culture and background. In order

to insure that this happens, more time, effort, and money must be given to sensitivity training for teachers and staff.

A small start was made this past year in giving teachers such training. Three teachers attended Bureau of Indian Affairs sponsored workshops. At least 200 classroom teachers and aides have been provided several hours of lectures, discussion, and study of the unique characteristics of Indian children and instructional methods which are most effective in teaching. This instruction was provided through Title I, P.L. 89-10, workshops and institutes in cooperation with migrant programs contracted for by colleges and local districts.

More Johnson-O'Malley funds will be used in 1968-69 to provide further sensitivity training for teachers and teachers' aides. Also, a cooperative project in Toppenish, sponsored by Central Washington State College, and titled Center for the Study of Migrant and Indian Education, has its general goals:

1. Coordination of all programs, Federal, state, and local.
2. Development of instructional materials.
3. Experimentation in program development and the dissemination of the results of these activities.
4. Training and retraining of teachers.
5. Training of auxiliary personnel.
6. Training of specialists.
7. Furnishing consultant help, in cooperation with State and Federal agencies in individual school districts in relation to educational problems and in the preparation of plans for special programs.
8. The coordination of the programs of different States involved in these programs through State and Federal agencies.

9. The evaluation of present and future programs receiving funds from State and Federal sources.

10. Dissemination of information regarding significant developments and programs.

Some more specific objectives of the Center especially pertinent to the education of Indian children and that will be partially implemented in 1968-69 are:

1. To identify teacher-perceived instructional problems related to materials and material utilization.

2. To serve as a clearinghouse for existing curriculum materials which might alleviate teacher-perceived instructional problems.

3. To gather, produce, store, retrieve, and disseminate instructional materials.

4. To produce innovative and inventive instructional materials, both group and individualized, to alleviate teacher-perceived instructional problems.

5. To establish evaluative criteria for curriculum packages developed under Objectives 2, 3, and 4.

6. To disseminate and field test teacher-supported instructional materials,

   a. in the Yakima Valley,
   b. in the State of Washington,
   c. regionally.

7. To provide leadership for local school districts to survey, develop, and implement new programs and furnish follow-up data to state, regional, and national agencies concerned with migrant and Indian education.

8. To provide the following types of consultive services to aid local, state, and regional agencies in establishing research procedures in the following areas of rural migrant and Indian education:

   a. Psychological services--such as sensitivity training.
   b. Sociological services, including social case work.
   c. Curriculum and instruction services, including--
      (1)Training of pre-service teachers, (2) re-training of existing teaching personnel, (3) training of auxiliary personnel, and (4) initiating new and improving existing programs of rural, migrant, and Indian education.

9. To provide consultive services to districts and other agencies concerned with Rural, Migrant, and Indian children.

10. To survey and evaluate present existing programs and practices for migrants and Indians.

11. To provide a systematic procedure for evaluating the effectiveness of newer programs as they develop in rural migrant and Indian education--including quasi-experimental design of studies.

12. To develop follow-up procedures to determine what happens to individuals touched in these experimental programs.

13. To plan and host conferences for state and federal directors and coordinators of migrant and Indian programs for the purpose of discussing common problems and possible solutions, ways these agencies might share personnel and materials, and other cooperative procedures designed to avoid conflict and duplication of efforts.

14. To plan and host conferences of local personnel involved in migrant and Indian programs for the purpose of sharing ideas, discussing, and writing proposals for new programs, and publicizing consultive resources of the Center.

15. To work cooperatively with State educational agencies to provide consultive services where needed.

As soon as a special appropriation by the Bureau of Indian Affairs is available, more of the specific objectives for Indian education can be met through the Center at Toppenish.

In the meantime, 1968-69 requests and program proposals submitted for regular Johnson-O'Malley funds by local school districts exceed the anticipated revenues by at least $35,000 to $40,000. Other promising projects and needed sensitivity training could use much more money.

However, despite the need for more and more funds to do a better job of providing equal opportunities for Indian children, the combined efforts and awareness of an ever increasing number of people who are responsible for compensatory programs of various kinds are helping to improve the

position of the Indian in the American community. We hope to continue to strengthen this trend and to promote greater cooperative efforts among all agencies.

We agree with most of the recommendations made by Dr. Deward E. Walker, Jr., Head of the Department of Sociology and Anthropology, University of Idaho, when he met before the Washington State Legislative Interim Committee on Education. Dr. Walker recommended that:

1. Indian tribal governments be deeply involved in the decisions affecting the education of their children. This should occur at all levels from the state office of education to the local school board.

   One of the major reasons for past Indian educational failure has been lack of communication between Indian and White at all levels. Securing the Indian point of view and effective Indian involvement in the educational process will come only from involving tribal governments formally in the many vital decisions affecting the education of their children.

2. Special provisions be made to insure that education of Indian students not destroy or malign basic values and behavior deriving from their distinctive cultural backgrounds.

   Past policies of teaching the Indian student only about the Euro-American culture and in other ways failing to recognize his distinctive cultural background frequently have produced apathy, withdrawal, and profound alienation. The Indian's history and culture are as valid curricula as those of the White and instruction in them is quite essential to the development of a satisfactory self-image for the Indian student. It is also evident that the White student's outlook would be substantially broadened and his understanding deepened by introducing such curricula into the public schools. Living in a multi-cultural society as we do, it is essential that we educate all our youth to cope with its many complexities.

3. Economic development of Indian reservations be encouraged so successful educational achievements for the Indian student does not mean he must abandon his home in order to pursue his calling.

   Quite often the Indian student acquires an adequate education only to find he must abandon his relatives and tribal traditions to make use of it. Understandably, therefore, many Indian students see

education as one more device to destroy Indian cultures. Thus, he either fails to complete his education, or, if he does, remains frustrated living on his reservation. If he goes where he can follow his trade or profession, he loses the support of his friends, relatives, and cultural traditions. If he stays at home, he loses the sense of personal worth that comes from working successfully in his chosen field. The only escape from this paradox is economic development of reservations so that Indian students can look forward to following their trade or profession in a compatible and supportive environment.

4. Coordinated education programs be developed which stress Indian culture and history, education of the whole family, and special programs in English speaking and reading skills.

   Coordinated programs which attack the principal learning obstacles the Indian student faces have not been developed anywhere in the Northwest. Most attempts have been largely hit-or-miss. In the future, simultaneous attention must be given to developing the Indian student's self-image, securing the full cooperation of his home, and instituting programs of remedial English and reading skills. Current research points to these as the primary obstacles. Because the Indian students know little of their aboriginal language does not mean their command of English is adequate. Quite the contrary is often the case. Likewise, because the family says education is desirable for their children does not mean they are willing or able to give them the help and stimulation they should receive at home. Finally, we cannot close our eyes to the continuation of distinct Indian societies and their associated cultural patterns. History shows that they will be with us for some time. Curricula stressing Indian history and cultural achievement will help build the self-image needed by Indian students to cope with the very complex world they will continue to face for generations to come.

5. Special efforts be made to expand and intensify preschool training programs and that they extend into the Indian student's home.

   Continuing research into the effects of preschool training programs overwhelmingly demonstrate their value. Perhaps more than anything else, the preschool conditioning the child receives determines how he will perform academically. That the parents as well as public school teachers must be involved is obvious to even the most casual observer. However, past preschool programs have concentrated primarily on training outside the home in special day schools. Too little has been done to enlist parental cooperation.

6. More research be sponsored which investigates how education of the Indian student is facilitated or obstructed by the rapid cultural change he is undergoing.

Perhaps the most obvious fact of life for all American Indians is rapid modification of aboriginal cultural patterns. Their transformation by Euro-American cultural patterns, a process called acculturation, is largely responsible for most social problems encountered on Indian reservations. Welfarism, excessive homicide and suicide, family breakdown, alcoholism, and paralyzing factional disputes--all can be traced to acculturational problems. Educators can profit greatly from the growing body of anthropological research on Indian education. For example, acculturational research recently has enabled anthropologists to detect early those Indian students who are prone to academic failure. Research of this type should be supported and expanded through federal as well as state financial aid.

Cultural enrichment activities, part of school program at White Swan Elementary School, Mt. Adams District.

Cultural enrichment demonstrations and displays at White Swan School.

Plains Indian "Warrior Doll" hand crafted by member of Yakima Indian Tribe and displayed at White Swan Elementary School during enrichment program.

Physical education, reading readiness and other learning activities for Taholah Indian pre-school and primary youngsters.

STATE OF WASHINGTON
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
FEDERAL PROGRAMS
JOHNSON-O'MALLEY INDIAN ENROLLMENT DATA
1967-1968

AGE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	Indian Enroll	Trnsfr 1	Dropouts 2	Tot. Comp.	Total Enroll.
GRADE																					
K	36	188	29														253	7	1a		
1		1	314	120	15	1											451	9			
2			2	216	117	17	1										353	19	1a 1f		
3				1	229	124	10										364	8			
4					3	200	107	16	1								327	7	1a		
5						1	193	124	10	4							332	6			
6							3	186	104	17	1						311	12			2,463
7								13	184	93	8	7					305	7	3d 1a		316
8										162	88	16	2				268	16	2a 2h		288
UNGR.	5	0	1	0	3	8	9	8	10	5	0	1	0	0	0	0	50				50
Total	41	189	346	337	367	351	323	347	309	281	97	24	2	0	0	0	3014	91	12		3,117
9										7	144	67	9	2		2	231	14	2a1b2d2h		282
10											4	123	60	7	3		197	12	5a 2b 1h		217
11												1	108	35	13	5	162	15	2a1b1c1d1e8h		191
12													1	77	36	10	124	5		*144	129
UNGR.	10	0	0	0	0	0	0	0	0	3	4	4	9	4	0	1	35	6			41
Total	10	0	0	0	0	0	0	0	0	10	152	195	187	125	52	18	749	52	29		(830)
TOTAL E & S	51	189	346	337	367	351	323	347	309	291	249	219	189	125	52	18	3763	143	41	144	3,947

1. JOM Students known to have re-enrolled in another school of any type.
2. Dropouts reported. Number and alphabetical keys by grade for following categories: (a)withdrawn; (b)marriage; (c)employment; (d)detained by law agency; (e)illness; (f)death; (g)expelled; (h)other.
   The inconsistency of the 144 graduates with number enrolled is due to the fact that the enrollment figure is as of October 16,1967,while the actual number of graduates is as of May,1968, and includes new enrollees after October.

REPORT OF JOHNSON-O'MALLEY ALLOCATIONS -- STATE OF WASHINGTON -1967-1968

Dist No.	County and District	Total Enrol	Indian Enrol.	Indian Grad. E	Indian Grad. S	Indian Dropouts E	Indian Dropouts S	School Lunch (Indian)	1967-68 JOM Payment	Purposes or Uses of JOM Funds
	CLALLAM									
401	Cape Flattery	691	198		10	0	10	180	$ 5,000.00	Counselor, Remedial Teaching
21	Port Angeles	5,364	204		2	2	2	0	2,400.00	Counselor Aides
	FERRY									
70	Inchelium	207	127	9	12	0	2	0	5,000.00	Home Ec.,Bus.Ed.Program Strengthening
	GRAYS HARBOR									
64	North Beach	709	119		10	4	5	5	7,000.00	Remed.,Spec.Ed.,Guid.and Counseling
400	Oakville	331	64		5	1	3	1,960	6,300.00	School Lunches,Home Visitor
77	Taholah	138	133		0	0	0	18,280	5,000.00	After School Study,Spcl.Rdg.,Lunches
	KING									
408	Auburn	8,155	112	12	1	1	2	2,000	3,500.00	Home Visit.,Food Svc.,Elem.Counseling
	KITSAP									
100	North Kitsap	2,761	112		2	0	1	0	502.00	Evening Study Hall(Instr.,Travel)
	KLICKITAT									
402	Klickitat	315	30		2	0	0	0	1,500.00	Supplementary Educ. Materials
	MASON									
404	Hood Canal	345	70	3	0	1	0	720	3,296.00	Lib.Svcs.,Remedial Tutoring, School Lunches,and Home Visitor
	OKANOGAN									
401	Coulee Dam	825	147		17	0	2	9,000	3,500.00	School Lunches,Home Visitor,Att. Officer,Arts and Crafts Class
14	Nespelem	193	159		0	0	0	0	2,000.00	Home Visitor
	PEND OREILLE									
59	Cusick	346	51	6	7	1	1	0	4,400.00	Recreation and Lunchroom Aides
	SKAGIT									
311	La Conner	454	101	9	5	0	2	0	9,000.00	Home Visitor Svc.,Ind.Arts Expansion, Reduction in Class Size

Dist No.	County and District	Total Enrol	Indian Enrol.	Indian Grad. E	Indian Grad. S	Indian Dropouts E	Indian Dropouts S	School Lunch (Indian)	1967-68 JOM Payment	Purposes or Uses of JOM Funds
	SNOHOMISH									
25	Marysville	4,655	228	19	8	1	2	6,610	$12,000.00	Home Visitor Svc,Counseling, Teacher Aides, School Lunches
	STEVENS									
206	Columbia	186	43	2	3	0	0	467	4,000.00	School Lunches, Transportation
207	Mary Walker	243	31		4	0	0	2,499	1,000.00	Lunch Program
	WHATCOM									
502	Ferndale	2,457	329	0	10	2	5	18,238	11,500.00	Home Visitor,Lunches,After School Study Center,Pre-Headstart Orientation
507	Mt.Baker	1,173	36	1	1	0	0	3,332	1,000.00	School Lunches
506	Nooksack V'll'y	1,066	33	4	1	1	1	600	1,200.00	School Lunches
	THURSTON									
2	Yelm	1,140	63	0	4	0	1	6,154	2,000.00	School Lunches
	YAKIMA									
204	Granger	1,196	123	8	10	0	1	1,226	7,357.00	Att.Officer and School Lunches
209	Mt.Adams	1,089	450	27	17	0	9	8,260	10,000.00	Kindgtn,Counseling,Att.Officer,Lunches
202	Toppenish	2,835	357	31	5	30	12	2,500	2,500.00	Att.Officer and Food Services
207	Wapato	3,040	555		10	4	8	0	8,000.00	Home Visitor, Remedial Instruction
TOTALS		39,914	3,875	131	146	48	69	32,061	$118,955.00	

State of Washington

ANALYSIS OF 1967-68 JOHNSON O'MALLEY CONTRACT

Carry-over July 1, 1967 (including deferred payment from BIA)		$ 10,223.00
Payments to School Districts		
13 S.D. paid December 1967 -	$ 68,059,00	
11 S.D. paid February 1968 -	33,100.00	
3 S.D. paid May 1968 -	17,795.00	
(includes supplemental payments to 2 S.D. previously paid)		$ 118,955.00
Administrative Costs		
Salary of Director (25%)	$ 5,330.00	
Salary of Director's Secretary (25%)	1,935.00	
Salary of Supervisor (25%)	4,215.00	
Salary of Supervisor's Secy. (25%)	1,440.00	
Travel Expense	2,964.30	
Office Expense	691.40	
		$ 16,575.70
Johnson O'Malley Contract Amount 1967-68 (including revisions and Modification received after July 1, 1968 but due to be reflected in 1967-68 report)	$ 150,025.00	
Carry-over June 30, 1968 (including reservations for deferred payments)		$ 24,717.30
TOTALS	$ 160,248.00	$ 160,248.00

STATE OF WASHINGTON

SUMMARY OF JOHNSON O'MALLEY

EXPENDITURES IN 1967-68 BY PURPOSE

1.	Budget - Total JOM amount received during 1967-68 plus carry-over from 1966-67		$ 160,248.00
2.	JOM Expenditures for:		
	(a) Administration (Including $16,575.05 at the State level)	$ 20,061.05	
	(b) Instruction	24,597.65	
	(c) Transportation	3,196.00	
	(d) School Lunches	23,863.00	
	(e) Materials and Supplies	- - -	
	(f) Special Programs	63,813.00	
	(1) Guidance and Counselling	$ 19,566.00	
	(2) Special Attendance Officer and Home Visitors	30,745.00	
	(3) Expansion of Curricular Offerings	354.00	
	(4) After School Study Hall	1522.00	
	(5) Pre-school program	3000.00	
	(6) Remedial and Special Education	4000.00	
	(7) Teacher Aides	1296.00	
	(8) Reduction of Class size	3080.00	
	(9) Insurance	250.00	
	TOTAL EXPENDED		$ 135,530.70
3.	Johnson O'Malley Carry-over at close of 1967-68		$ 24,717.30

State of Washington

JOHNSON O'MALLEY 1968-69 BUDGET

Carry-over July 1, 1968 (Including Reservations for Deferred Payments)		$ 24,717.30	
Reservation for 1968 Summer Workshops and Survey Project			$ 3,642.25
Estimated Amount Needed for Program Grants to School Districts 1968-69			232,075.05*
Administrative Costs			
Salaries and Benefits			
Director (25%)	$ 5,440.00		
Supervisor (50%)	8,850.00		
Secretary (50%)	3,120.00		
Travel Expense	1,750.00		
Office Expense	840.00		
			20,000.00
Johnson O'Malley Contract for 1968-69			
Basic Amount		$ 165,000.00	
Estimated Additional Funds Needed in 1968-69 in order to meet expressed needs of S.D.		66,000.00	
TOTALS		$ 255,717.30	$255,717.30

* This amount includes 66,000 to be requested as additional JOM Funds later in fiscal year

ANALYSIS OF JOM PAYMENTS DURING 1968-69 (PROPOSED)

1.	Administrative Costs (See above)	$ 20,000.00
2.	Basic Programs and Supplemental Grants to School Districts (Note: During 1967-68, a total of $118,955 was paid to 25 school districts. Current projections for continuation of 1967-68 programs amounts to 166,075.05. Adding the estimated additional needs for 1968-69 increases this amount by 66,000)	232,075.05
3.	Summer Workshops and Survey Project Completed in Summer of 1968	3,642.25
	Total Johnson O'Malley Needs for 1968-69	$ 255,717.30

(see next page)

ANALYSIS OF 1968-69 JOM PAYMENTS (Continued)

Basic JOM Contract for 1968-69	$165,000.00	
Carry-over July 1,1968 (Including Reservations for Deferred Payments)	24,717.30	$ 187,717.30
Additional JOM funds needed to carry out 1968-69 projected activities		$ 66,000.00

STATE OF WASHINGTON

REVISED REQUEST FOR JOM FUNDS FOR 1969-70

Carry-over July 1, 1969		$ --
Administrative Costs for 1969-70		
Salaries:		
Director (25%)	$ 5,500.00	
Supervisor (50%)	8,500.00	
Secretary (50%)	3,200.00	
Travel Expense	2,000.00	
Office Expense	800.00	
		$ 20,000.00
Basic Programs and Supplemental Grants to School Districts (Note: During 1969-70, presuming 232,075.05 becomes available for school district grants to continue the 1968-69 programs at the same funding level, we now estimate an additional 21,924.95 (or nearly 10% increase) will be needed to maintain the program level during 1969-70. If the 66,000 requested as supplemental 1968-69 funds does not become available during fiscal 1969, then this amount would be added to this preliminary request for the 254,000)		254,000.00
Kindergarten Project (First Year Request)		60,000.00
Exemplary School at White Swan - Initial Phase In 1969-70		120,000.00
First Year Projected Activities:		
(a) Additional elementary school personnel (teachers, aides, special service people such as counsellors, nurse, arts and crafts, audio-visual, physical education directors, tutors)	$ 78,000.00	
(b) Supplies and Equipment and other Materials	8,000.00	
(c) Portable facilities (rentals)	16,000.00	
(d) Teacher Housing Provisions	10,000.00	
(e) Food, Health, Transportation and other services	8,000.00	
		60,000.00
Inservice Training Programs (Center)		
TOTAL JOM NEEDS FOR 1969-70		$ 514,000.00
Additional JOM funds needed if the above-mentioned $82,000 does not become available to complete the 1968-69 programs in full		66,000.00
GRAND TOTALS		$ 580,000.00